

# The Church School Teacher

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THE  
CHURCH SCHOOL  
TEACHER

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NOVEMBER 1952

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*The Breck Family*

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# The Church School Teacher

Vol. XXI

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## *Just a Few Words*

By THE EDITOR

THIS is a stewardship issue.

There are special articles by Pastor Martin E. Carlson, Augustana Director of Stewardship and Pastor George S. Schultze, A. L. C. Director of Stewardship. There is a skit called *Thanks Through Giving*. There is a hymn of stewardship which contributor W. A. Flachmeier says can be sung to the tune "Dropping Pennies." Blame the inflation for my suggesting "any appropriate hymn tune."

The cover is on stewardship, too, although it is designed to illustrate Dr. Alice Nelson's second article on *Music in the Christian Growth of Children*.

### *Don't Pass By*

There is a temptation to pass by articles and tracts on *stewardship*. Let us not here begin a ponderous study of the reasons why. But if one thinks one needs not read articles on stewardship that very fact is good reason why one needs to read them. Stewardship is management of life. There is never

any end to management problems nor management improvements. One needs the latest information about them.

For the teacher of children and adults there is great need for growing understanding of stewardship and for sharpening techniques to teach stewardship. The church school teacher has a great share of the Church's responsibility to the stewardship training of the child.

Don't pass by the first-rate articles by Pastors Carlson and Schultze.

### *Teaching the Bible Series*

The last nine pages introduce the four sound filmstrips on how to teach the Bible. Read the article about your own department for certain. And the others if you have time.

These four fifteen minute black and white filmstrips are short courses in teaching church school. Each strip is pointed at specific ages, for example: 1. Pre-school

child, 2. Children 6-11, 3. Junior High and Senior High School youth, 4. Adults. The sale price is \$12.00 per filmstrip or \$40.00 for the set. Prices include the 78 rpm records. Order from your Parish Education office.

### *Bible Picture Slides*

Frequently we get requests to evaluate the Holley Bible Picture slides sold by the Fred Vissen Co. of California. The advertisement makes the set appear attractive both in content and price (\$80.00 for 800 slides). After careful examination, however, we submit the following:

We do not believe that \$80.00 spent on these slides would be a good investment for any church school. Better slides are available. For eighty dollars 160 good slides may be purchased; or 16 filmstrips.

In the Holley collection some familiar paintings have been included, but these are in the minority. A few modern paintings are included, but their unfamiliar interpretations are of questionable value. The slides are technically unsatisfactory. In many cases the choice of color is not good.

### *Christian Growth Picture Sets*

About the Christian Growth Primary and Beginner picture sets,

however, we can wax enthusiastic. These pictures have been tailor made for our own material and as a result of your constant plea for large teaching and worship center pictures.

Now we have them for you at a nominal cost. Each set of eighteen flat pictures costs \$3.00. And each set includes a guide book to tell you just how you can use them in your department. The sets are correlated with the Christian Growth course you will use this year. For next year we hope to have another set. Order from your publication house.

### *New Releases*

The National Council of Churches has a pamphlet entitled "10 Suggestions for Enriching Family Life" which would be good to distribute at a Family Night or PTA meeting. You can get them for 3 cents each or \$2.00 per hundred from your publication house or the NCCCUSA, 79 E. Adams Street, Chicago 3, Illinois.

Another pamphlet on "Marriage Troubles Can Be Overcome" is available from the same sources. 5c each, \$2.75 per 100. And a book on "Your Church Library" should be purchased by every congregation. I have some information about it on page 11.

# Training Children in Stewardship

By MARTIN E. CARLSON

*Director of Stewardship, Augustana Lutheran Church*

STEWARDSHIP is basic in the life of the church and of the individual Christian. It concerns the Christian's everyday relation to God and his fellow men. It includes all of life. Knowledge, attitudes and skills in living are involved in the experience of stewardship or in the use of our time, talents and treasure in relation to God, others and self.

## *What Is Stewardship?*

Stewardship is "living the Christian life." It is the recognition that all that I am and have is of God, and that my life is to be lived to His honor and glory and for the benefit of my fellow men. The following may be set down as some of the fundamental principles of Christian stewardship:

1. God is the owner of all. "The earth is Jehovah's, and the fulness thereof." Psalm 24:1.

2. All that I am and have I owe to Him.

a. He has made me and continues to provide me with all of the necessities of life. It is only because of His providence that I

continue to live from day to day. (Cf. Luther's Explanation to the First Article of the Creed.)

b. He has redeemed me also and brought me into a living relation with Himself, "in order that I might . . . serve Him in everlasting righteousness, innocence and blessedness."

3. Because of the truths in points 1 and 2, I regard everything I have as a trust from God to be used for His glory and the benefit of my fellow men.

4. All of this implies a life that is completely dedicated to Him. Such dedication and stewardship are virtually synonymous experiences.

5. While I hold all things in trust, God expects me to use what I need in order to meet the ordinary responsibilities of life, such as providing food, shelter, education and recreation for myself and my family.

6. As a recognition that I hold these things in trust, God expects me to set aside a reasonable portion of time and treasure speci-



fically for use in His kingdom. The amount of this "reasonable portion" is not determined by any law or direct command, but rather by the free response of my love to His love.

Our objective in training children in stewardship is to help them understand, each at his own level of experience, these principles and then to put them into practice in his life.

### *The Classroom Experience*

It is axiomatic that if a teacher is going to train children in stewardship she must possess a stewardship consciousness herself. There must be an awareness of the significance of stewardship in the Christian life. The emphasis a teacher gives to Christian stewardship is a reflection of the place it holds in her own experience.

It is true that in her very teaching the teacher is giving of her time, both in the class session and in preparation together with calling in the home and working on class projects. But something more is needed if the teacher is to guide children effectively in Christian stewardship. She must understand the basic principles of stewardship as taught in the Bible, and be personally committed to them. She

must practice the stewardship of her time and treasure. She must have an understanding of the church and its work, and give evidence of her interest in them. Children will be led, but will scarcely follow the directions of one who merely points the way.

The teacher, too, will be alert for every opportunity to teach stewardship. It is interesting to note how frequently such opportunities come very naturally in the regular lesson material. Some time ago the writer had occasion to examine the Junior and Intermediate material in the *Christian Growth Series*, and found that in some of the quarters from one-third to one-half of the lessons were directly related to some basic stewardship principle. Take for instance the first series of the Junior material, First Quarter:

Lesson 1. In the Beginning, Creation: God as creator of all.

Lesson 2. Trouble and Promise, Noah Builds Altar: Gifts express our gratitude.

Lesson 5. Quarreling in the Family, Jacob's Vow at Bethel: Promises tithe in gratitude.

Lesson 7. A Man for a Great Task, Moses: Dedication of the whole of life.

Lesson 9. Wrong and Right Worship, Erecting Tabernacle: Gifts for God's house.

If the teachers are not particularly stewardship conscious, it might be well at the teachers' meetings, when you work out together some of the material for the next quarter, to look for direct application of one or more of the principles of Christian stewardship.

It should go without saying that the application of stewardship principles must be adjusted to the age and experience of the children we are dealing with. For the Nursery and Beginner child it may be only the most elementary experience of gratitude and appreciation for gifts, and a sharing with others in his department at the church school. Primary and Junior children are able to understand some of the broader implications of sharing, and for them the support of a missionary or the bringing of gifts for a children's home has real significance.

Teaching, however, is not only a statement of principles, but a motivation to action. Good teaching of stewardship should include, also, an opportunity for expression. Definite projects for which the boys and girls can work are of real

value. Today many churches are building, remodeling or erecting educational buildings. If the Junior Department studies Lesson 9 in the First Quarter of Series I, what better project could be assumed than to provide something for the new church?

### *Worship Experience*

Worship, too, should contribute to the child's growth in stewardship experience. This worship, being integrated with his class experience, should center on stewardship at such times as the lesson material does. If the lesson deals with the dedication of life, there are hymns such as "Take My Life and Let It Be" and "A Charge to Keep I Have." Joshua 25:15 would be a fitting Scripture. If the lesson deals with the stewardship of treasure, there are hymns such as "Saviour, Thy Dying Love" and "Master, No Offering," and for Scripture one could use Exodus 35:20-29.

The offering, too, is a part of this worship experience. It is not merely a "collection" (which has been known to include pins, buttons and valve caps) to get enough money to pay for the Sunday school books and papers. Rather it is the opportunity for the ex-

perience of praise, adoration and gratitude as we give.

The offering will be more meaningful, too, as an expression of stewardship if a portion is definitely set aside for missions and other benevolence work in the Church. The use of the duplex envelope provides the mechanics for this, but an intelligent interpretation of the use of this money must be made regularly. Special projects, such as the support of a missionary or Lutheran World Action, also give excellent opportunity for stewardship training. Those who have learned to give to benevolences while children, are not apt to oppose this phase of the work of the Church in later years.

### *Whose Money?*

But whose money is it that is brought to Sunday school? Is it the parents' or the child's? It makes a world of difference in stewardship training if a child asks Dad for a dime for Sunday school on Sunday morning or if he takes it out of his own money. This is one point where home co-operation is so vitally important in stewardship development. Parents can help in the following ways:

1. Good example. Stewardship is caught as well as taught.

2. Teach children the importance of the church for them. They are a vital part of the family of faith.

3. Teach the children the basic principles of Christian stewardship, that they are stewards of life and means.

4. Help the children to determine, in relation to what they have, their own offering, and to bring it in their own envelopes.

5. See to it that the child has his own money from which he can take his offering.

### *Guidance Needed*

"An offering made . . . out of a child's own funds is quite a different thing from a mere contribution which has been handed to him by his father. A thoughtful parent will take advantage of such opportunities for teaching the proper use of money. It is much easier for these children to learn to act as stewards when they have been guided through such experiences from youth up. No doubt the churches of today are failing to secure adequate funds for the extension of the Kingdom because their members never learned as children how to be good stewards of their money."

*A quotation from J. H. Montgomery.*



### *Audio-Visual Aids*

Audio-visual aids can be used in teaching stewardship. They can be combined either with the class period or worship session. Some of these aids available include:

#### *Recordings*

"The Rich Young Ruler."

"The Boy Who Got There by Himself." This is a story of George Washington Carver and forms a good basis for a discussion of stewardship of abilities. This is one of the "All Aboard for Adventure," Series IV, Everyday Adventures.

#### *Movies: Biblical Stories*

"No Greater Power."

"The Rich Young Ruler."

#### *Movies: Non-Biblical Stories*

"A Wonderful Life."

"All That I Have."

"Salt of the Earth."

"Second Chance."

"Like a Mighty Army."

### *Slides*

Many 2x2 kodachrome slides are available illustrating Biblical stories. A number of these can be used when teaching a lesson which contains a story directly related to stewardship.

#### *Filmstrips*

"Two Dollars."

"The Miracle of Warren Walker."

"Why Do We Live?"

"Guide for Living."

"Guide for Serving."

"Guide for Giving."

### *Conclusion*

Christian stewardship is not just a way of raising money. It is a way of life, the Christian way. If the purpose of the church school is to train in Christian living, then stewardship must necessarily be a part of that program, for Christian stewardship is nothing less than "living the Christian life."

*Your Church headquarters can give you specific information on securing any film or film-strip. Write to your Church headquarters.*

# Music in the Christian Growth of Children

## I. Music in the Home

*This is the second article in Mrs. Nelson's series on music.*

By DR. ALICE NELSON

AMONG the various worthwhile activities which the Christian family may enjoy together with little or no expense are those associated with music. Dr. Martin Luther, it will be recalled, was an exponent of music in the home. He was fond of singing in the evening with his family and friends. Playing the flute and lute Luther regarded as a favorite form of relaxation. These instruments and others were added to the singing voices during their family evenings with music.

### *Family Sings*

The benefits of as small a period of singing together as is taken up by singing the Grace before one meal each day, or only on festival days, or birthdays will be cherished by children. Some families have found that singing for a short time before the dessert is served in the evening or before the children's bed-time fits best into a busy schedule. The time or setting for

the Sing is not as important certainly as the fact that the entire family joins happily and enthusiastically in the singing.

An abundance of songs with beautiful melodies and texts are available for the Family Sing. There are rounds, songs the children have learned at school or at camp, songs that the parents learned when they were young. Many hymns and spirituals lend themselves to simple harmonization. There are folk songs, fun and action songs, seasonal songs, and even carefully chosen "popular" songs.

Wholehearted participation by all members of the family is most likely to result if each member who is old enough to read is provided with his own individual copy of the song book to be used. Since the children will be learning to read music notes and symbols in their public school music classes, the music edition of the

song book is recommended in preference to the edition which provides the words only. If the family can afford it, *Songs for Children* and the *Junior Hymnal* of the Augustana Church as well as the American Lutheran junior hymnal *Songs of Praise*, *The Primary Hymnbook* (ages 4-7) and *The New Missionary Hymnal* would be ideal for the Family Sing. Less expensive collections of hymns are the *Convention Hymnal*, Augustana Book Concern, Rock Island, Illinois; and *The Wayside Hymnal*, The Forward Movement, 412 Sycamore Street, Cincinnati, Ohio.

### More Books

If an inexpensive book containing songs of other types in addition to hymns is desired one of the following could be recommended: *Get-Together Songs*, Lorenz Publishing Company, 218 S. Wabash Avenue, Chicago; *Sing It Again*, The Service Department, The Methodist Board of Education, 810 Broadway, Nashville, Tennessee; and *Sing Sociability Songs*, The Rodeheaver Company, Winona Lake, Indiana.

Other useful song books, slightly more expensive, can be purchased from almost any music

store: *The Golden Book of Favorite Songs*, *The New American Song Book*, *The Christmas Carolers' Book*, all published by Hall and McCreary Company, Chicago; *Keep On Singing*, Paull Pioneer Music Corporation, New York; and *Sing!* C. C. Birchard and Company, Boston.

### Spontaneous or Planned

Family Sings which, incidentally, should continue only as long as enthusiasm runs high, may be spontaneous, or they may be planned ahead. With planning so as to include systematic reviewing of old songs as well as introducing new ones the family can gradually learn to sing from memory a considerable number of hymns and songs.

The Sings necessarily must be kept flexible with recognition given to the choices of each member of the family, or the benefit and joy of singing together may be lost. Needless to say, the songs should be carefully selected, for these songs which the family has enjoyed singing together will make a vivid impression on the children of the family and will stand as a bulwark throughout their lives.

Some families may prefer to sing unaccompanied, others may wish to sing around the piano or with



other musical instruments. For those families who do not have a piano in the home and wish a simple, inexpensive accompanying instrument, the auto-harp (Willis Music Company, 124 East Fourth Street, Cincinnati, Ohio) may be of assistance. Chords are played on an auto-harp by pushing down small wooden bars which are lettered to correspond to the harmony of the music. Children find this a delightfully easy and effective instrument to play. Since it is portable, it is a welcomed instrument on outings.

The family will likely enjoy singing with or for other families, especially at Christmas carolling time. A family that can sing together usually stays together.

### *Music Hobbies*

For some children a music hobby utilizes normal energies. This might be making a record, hymn, or song collection; concert attendance and program collection; composing and arranging music for vocal and instrumental groups; or perhaps illustrating favorite hymns or songs with drawings or paintings. Parents can do much to encourage a child to keep happily busy at home by showing an interest in their child's projects and

carefully guiding him in reacting in all experiences according to Christian precepts.

### *Music Lessons*

There is no proper age for all children to begin music lessons. When a child shows that his lack of skill in expressing his youthful emotions in music are limited, one may consider that the time to begin music lessons has arrived. For children who come from a music-loving home this is about the time when the printed page begins to have meaning to the child.

It is well to keep in mind that music lessons are intended primarily to make it possible for the child to produce his own music independently of others. Parents should look for the music teacher who loves children, one of Christian principles, and one who will assist the child in producing and understanding music at the child's level.

Music lessons may begin on any instrument—string, wood-wind, brass, or keyboard. What instrument is most suitable for a particular child can be determined with the assistance of a good music teacher from the public schools who will give serious considera-

tion to the child's individual physical and emotional make-up.

With music lessons comes practicing. A child needs his parents' help and encouragement in this project which is to him a major undertaking. The parents should talk with the child about the music that is being studied, and they can intensify the child's incentive to learn by listening eagerly to what the child is preparing for each music lesson.

There is great value in showing the child how to be responsible for the agreed amount of practice time—for most elementary children thirty minutes a day, preferably done before school, is sufficient over a period of years to give a foundation in music. For a child learning to play an instrument there is no moment of greater musical achievement than the first time he plays a simple hymn for his family to sing.

### *Growth*

A child's taste in music will continue to change. It will be influenced by persons whom he meets outside the home. Parents can further guide and influence the musical taste of their child by readily showing their approval of the best music the child is enjoying. If a child is happily occupied with producing the music written by composers inspired by Christian faith, such as Bach, Beethoven, Brahms, Mozart, and Franck, he will find little interest in music of less worth. The music of these great masters is so imbued with their far-reaching insight that any child who seriously attempts performing their music will experience an increasing depth of feeling. Through a performance devoted to producing the music as it was intended by the master, the child becomes vitally awakened to the finest aspects of inspired living.

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A new publication entitled *Your Church Library* is being prepared for churches by the National Council of Churches. It contains specific suggestions on planning a church library, budget, room and furnishings, selecting, classifying, and circulating books. It concludes with a Service of Dedication of a library. Order your copy from your church publication house. Price 25c per copy.

# *Scriptural Stewardship*

By GEORGE S. SCHULTZE

*Director of Stewardship and Finance  
American Lutheran Church*

**A**NIMALS are not born full grown. Neither are Christians spiritually full grown at the point of spiritual rebirth. Sanctification is not an act but a development.

That the Sunday Schools are contributing more and more richly to the development of the Christian life particularly in children is a fact. Recent strong emphasis on evangelism, Christian activity, prayer and Bible study gives occasion to hope that the next generation of adult church membership will be spiritually stronger and more aggressive.

Stewardship is a vital part of the Christian life. Its development, like that of the Christian life itself, is dependent upon the coming of the Holy Spirit into one's heart. Yet, having viewed many a Sunday School program, it is amazing the number of instances in which not even a healthy assist is given the Holy Spirit, more lamentable the instances in which the perpetuation of customs and traditions constitute a positive block.

There is nothing wrong with the Holy Spirit nor His effectiveness. What's wrong is that either many of us fail to look upon the Sunday School as a training ground for adult church membership, or upon stewardship as a vital factor of the Christian life, or upon the application of spiritual lessons to day-by-day experiences as a healthy and effective way to accelerate the growth in holiness. Yet we affirm, without taking time for proof, that each of the three statements is true.

## *Proportionate Giving*

Our experiences with the promotion of proportionate giving show that the younger the individual, the more pliable he is to suggestion. While many older people have adopted proportionate giving, the presence of fixed habits and customs makes this age group less susceptible to suggestion. While our promotion has generally been geared to a bottom age of confirmation, at which age individual incomes take on significance, it is undoubtedly true that much ef-



fective stewardship can be taught to young children; if not a stewardship system, at least the fine principles which will easily evolve into an acceptable system in later years.

The matter is one of approach. If the highest ideal of the offering brought by children is the payment of bills for lessons leaflets, honor awards for attendance, Christmas candy and a summer picnic, we have no reason to complain about the inferior stewardship of the adults 10 and 20 years from now. If the stewardship program of the Sunday School is an honest, scriptural answer to the question, "What kind of stewardship do we want in our congregation during the next decade?" There is hope. And the Sunday School will be training for a full Christian life more completely.

Next to knowing the principles of stewardship as revealed in Scripture, perhaps the most fruitful approach to the problem of Sunday School stewardship is an analysis of adult stewardship performance. The eradication of such traditions as church dues, share of the budget, give what can be spared, the local church's needs come first, can best be accomplished by the establish-

ment of sounder stewardship principles in young minds.

A Sunday School stewardship program can easily be built around the following principles:

1. Giving is an act of the heart and is the expression of love and gratitude. How Christ expressed His love for men, how Christians express their love for each other, how children express their love for those whom they know and even for those whom they will never know are effective stewardship examples that are not foreign to the average Sunday School lesson.

#### *Personal Expression*

2. Money is a part of one's self and should be a personal expression of gratitude. Certainly this concept cannot be gotten into young minds if the children become only "carriers of money." The "dime" that comes out of Dad's pocket on Sunday morning and is clutched in Johnny's sweating hand until the teacher takes it will never be regarded by John as a part of himself. Children should be encouraged to use some of their own money and be given at least a partial determination of what they will give.

3. Christian giving is money that goes from the heart to God

rather than from the pocketbook to the Church. The technique of receiving the offering can be an asset or a liability in the teaching of this concept.

4. Gratitude is more definitely expressed by what we do for others than by what we do for ourselves. Giving for benevolence causes is just as vital a part of a child's stewardship as of an adult's.

### *The Distinctive Mark*

5. Intelligent, purposeful giving is a distinctive mark of Christian stewardship. Christ gave not for the sake of giving but for the sake of man. Children can understand the object of their offerings if teachers will take the trouble to explain them. Any parent of an imaginative child will admit that the child can feel the presence of Mao, a little boy in New Guinea, easier than can the parent. Possibly the child who brings an offering for "Mao" on Sunday morning will meet "Mao" in his own back yard on Monday morning for a game or two—in spirit, of course.

6. If the Sunday School is a part of the congregation, then the program of the congregation, benevol-

ence and local, should be the program of the Sunday School. The benevolence activities of any national church body contain enough dramatic elements that no Sunday School need look elsewhere for "special projects."

7. Regularity and orderliness in giving are as desirable in children as in adults. The use of envelopes for the regular offering of the children has proved a successful technique. Whether the envelopes should be "duplex" or "single pocket" depends largely upon the practice of the congregation as long as the system used permits a regular, on-going program of benevolence.

The Sunday School is probably the greatest untapped potential of effective stewardship education in the Church today.

Teachers and officers should analyze the stewardship program of the Sunday School and attempt to set standards, principles, and procedures which are more compatible with scriptural stewardship? Do it—for the sake of your Sunday School, the development of your pupils, the welfare of the next decade's church.

## THE EMPHASES

*The congregation worships at its Services.*

*The congregation studies at its Church School.*

## *The Bible in the Nursery Class*

By MARIE SHUPE

*Parish Education Staff  
American Lutheran Church*

"BUT what can you possibly do with a group like that—twenty of them did you say?—and the oldest only three. Surely you can't *teach religion* to them, not if they're anything like our Jerry. He's never quiet two minutes at a time." Mrs. Trent was not against sending children to Sunday school. She always went when she was a child. And she intended to send Jerry when he was old enough, say in a couple more years. But not yet, surely.

The Trents had moved into the neighborhood only last week, and here was a charming caller who introduced herself as Mrs. Mercer, the nursery class teacher from the new Mission Church down the street inviting Jerry to become a member of her class. Imagine it. Jerry, who was not quite three. Before either Mrs. Trent or Mrs. Mercer had a chance to say more, Jerry, his eyes bright and his mind alert from his afternoon nap, bounded into the room and ran to his mother, climbing up on her lap.

Knowing the ways of two-going-on-three, Mrs. Mercer did not attempt to make Jerry's acquaintance until he got used to the presence of a stranger. Then Mrs. Trent said, "Jerry, this is Mrs. Mercer. She wants you to come to Sunday school." Now Jerry wasn't at all sure what Sunday school meant, but he was lonesome for his little playmates in their former neighborhood, so he showed his interest by his first question, "Now?" "Oh no," replied Mrs. Mercer, welcoming the opportunity to talk directly to Jerry. "This is only Wednesday. We go to Sunday school on Sunday—this many more days," and she held up four fingers.

### *Jerry Was Ready*

Mrs. Mercer had no difficulty in selling Jerry on the idea of attending Sunday school. He was ready for something—anything—to break the monotony of playing alone while Mommy washed windows, hung curtains, and arranged furniture in the new house all day long. Mrs. Mercer talked to Jerry about the nursery class to prepare



him for this new experience when he came for the first time. "There will be girls and boys just about as big as you are. We have such a good time together. We sing, we listen to stories, sometimes we play games and draw pictures, and we always get a picture card to bring home for Mommy and Daddy to read to you." Jerry interrupted to say, "I like stories. Mommy reads to me sometimes and Daddy reads to me when I'm ready for bed. Wanta' see my new book?"

### *And Well Adjusted*

Jerry disappeared and soon returned with his arms full of story books which his new friend properly admired and in which she showed great interest. Mrs. Mercer saw in Jerry a well-trained, well-adjusted little boy with a good mind and a keen interest in stories; in other words, a normal, eager, almost-three-year-old who would be a joy to a nursery teacher.

"I like these stories," she told Jerry. I know some of them, but some are new to me. Some day I'd like to come again. Then you and I can read them together." Jerry beamed at this suggestion and Mrs. Mercer continued, "I think you'd

like our Sunday school stories, too. They tell us about God, who made us and takes care of us." Jerry looked a bit puzzled at this and said nothing, so she continued, "Our stories are about Jesus, too. Jesus is our best Friend and our Saviour." "Do you have lots of books to read in Sunday school?" asked Jerry, perhaps in an effort to get on more familiar ground.

Mrs. Mercer answered him thoughtfully, "Yes, we have some beautiful picture books for the children to look at, but our stories are all in *one Book*, a very special Book, the Bible. The Bible is called God's Book and it tells us many things about God and about Jesus." Jerry's next question was directed to his mother. "*We* have a Bible, don't we, Mommy? Why don't you and Daddy read it to me?" Mrs. Trent put him off with, "I will some time," and Mrs. Mercer tactfully changed the subject.

A few minutes later when Mrs. Mercer was about to leave, Mrs. Trent suggested to Jerry that he say goodby to their visitor and then run into the yard and play in the sandbox until she could come out to inspect the tents he was building. Obviously, she wanted a few minutes alone with the nursery

teacher, and Jerry had had enough adult talk for one time and was quite willing to get back to the clothes-pin Indians he was playing with before lunch.

"I want to thank you for coming, Mrs. Mercer, and for inviting Jerry to Sunday school," began Mrs. Trent. "We will see that he gets there next Sunday. But to get back to my first question, what can you *really teach them about religion* at Jerry's age? Surely you don't mean you *use the Bible in your class*! Why, these children are just babies! The Bible seems so hard to read and understand. It's so adult."

### *Some Specifics*

"What you say is true in many respects, Mrs. Trent," replied Mrs. Mercer. The Bible is an adult Book, but many of its teachings are so simple a very young child can understand them. Besides, a child's attitude toward the Bible and its teachings are formed at a very early age. What that attitude is depends on the adults in his life, and their attitude toward the Bible. If he sees them, his parents and teachers, use the Bible and live its teachings day by day, we all know what his feelings toward the Bible will likely be.

Let me tell you how we use the Bible in the nursery class.

"In the first place, the Bible is always there. The children see it every Sunday. This gives it importance to them; helps them think of it as a very special Book. Then the children are permitted to handle it. They consider it a special privilege to be chosen to bring it to me and to find the well-marked place where I will read. Of course I read only a few words, usually their memory verse for the day. When a child can say a verse, even though I may have to help him, he holds the open Bible and pretends to read it to the class. So you see, the Bible is not an adult Book in the nursery class. Through guidance it definitely becomes a child's Book.

### *In Words Understood*

"However, I do not read Bible stories to the children. I tell the stories in words they can understand and only as much as I think they can grasp, but they always know the story I tell is from the Bible. Sometimes I let the open Bible lie on my lap while I tell the story.

"The pictures on their lesson cards serve to remind the children of the story and the Book from

which it is taken. As we talk about the picture, we emphasize Jesus and His love; how He loves each of them. We talk of the Bible naturally and with meaning, and we use the word 'Bible' at least once each Sunday in song as we sing the children's favorite.

### *At Home*

"Well, those are some of the ways by which we teach the Bible, but not, perhaps, what you had in mind when you asked your question. Oh, yes, we also try to teach them the meaning of the Bible words they learn to say as they practice being kind, sharing, getting along with each other, and so on, in the nursery class, trying always to build Christian attitudes through our use of the Bible. Then, of course, the most important way is through constant living with the Bible at home. I think you might be interested in what our Sunday school tries to do about that—which reminds me of the other thing I came here to do—invite you and Mr. Trent to Sunday school, too."

"Well, it's kind of you to invite us. But haven't we outgrown that

sort of thing? I haven't been to Sunday school for—oh, I don't know for how long," commented Mrs. Trent.

Mrs. Mercer went on, "But the class I came to invite you to is for folks just like you, parents of small children. We have classes for the older folks, too, but the Parents' Class studies not only the Bible itself, but its use in the family, helping parents to"—Mrs. Trent interrupted laughingly, "Well, it seems the Trent family should *all* be in your Sunday school. Jerry's not too young and his parents aren't too old," and she added soberly, "Jerry's Dad and I have a lot to learn. I'll tell him about your visit and your invitation. We'll think about it and try to get started one of these days."

As Mrs. Mercer was leaving she said casually, "Next Sunday the Parents' Class is planning to see a filmstrip called *TEACHING THE BIBLE TO THE PRE-SCHOOL CHILD*, and I think perhaps—

"I guess that does it," smiled Mrs. Trent. "We'll see you next Sunday morning."

## THE AWAKENED HEART

*The Awakened Heart* by Robert W. Stackel is a small volume designed to develop the devotional life of young people and adults. The price is 60c. You can get it from your publication house,



# Our Christian Kindergarten

*This is the second in a series of two articles by Pastor Lange.*

By JOHN O. LANGE

*Columbus, Ohio*

## II. HOW IT WORKED OUT

IT WAS Wednesday, September 5, 1951 at 9 a.m., and fourteen little five year olds were alone with their teacher in the kindergarten room of St. Paul's Lutheran Church, Columbus, Ohio. Some were very shy, a few tears were shed, a few others were quite boisterous and hard to control, but it was not long until they learned to live with each other and to cooperate with each other and the teacher.

Kindergarten included many activities. They listened to Bible stories, while at the same time they had charts and flannelgraph pictures (or pictures that were) projected upon a silver screen. They heard other stories about children, about animals, about people in distant lands. They sang songs, songs about Jesus and other songs which children like to sing; they had finger play exercises; they learned to use scissors; they colored with crayons; by means of a large brush and water colors,

they daubed on pieces of newsprint spread out over easels. They drank their milk and ate their cracker in the middle of the morning, first bowing their heads and thanking God for their food. They got out their rest rugs and lay down on the floor for their rest period.

They learned to count, to print their names. They played games, put puzzles together, even went over to the nearby Schiller Park to play when the weather permitted. They learned colors; they learned to tie their own shoes; they counted each other at the beginning of each day, but they always counted one more, because they knew that Jesus was with them also, though they could not see Him. They planted beans in jars and other seeds in flower pots, and they watched them grow, and they learned that these are the wonderful things which God has made. They studied birds' nests, butterflies, and flowers and they learned to sing, "Who can make the

flowers? No one but God, 'tis true." They went up into the church auditorium and they looked at the art windows, at the altar with its cross and candles; they viewed the statue of Jesus on the altar. It was indeed a kindergarten with a plus, a kindergarten in a Christian atmosphere, with Jesus Christ as its center. Reverently and devoutly they dramatized the Christmas story before their parents and friends.

Soon after the kindergarten was under way, a Kindergarten P.T.A. was organized, and not only the mothers but also the fathers came. In fact, a father was elected president. Several members of the Parish Education Department of the American Lutheran Church spoke to the group, and a special effort was made to acquaint the parents with the various materials which are available for teaching the Christian religion in the home. These children will soon be going to public school where they will not receive the religious instruction which they received in kindergarten, and it will be up to the parents to continue what the kindergarten teacher began.

No visitors were allowed in the kindergarten for the first few weeks because the children had to

get adjusted to the teacher and to each other, but after those first few weeks visitors were welcome, and they came. When the Junior Mission Band leaders of the Columbus area met at St. Paul's, about a half an hour was spent watching the kindergarten in session, and when the South Side Columbus Lutheran pastors met at St. Paul's, they, too, spent some time seeing the kindergarten in operation. A girl from Capital University did her practice teaching in our kindergarten.

What was the result of the kindergarten so far as the church was concerned? That is another bright spot in the picture. Of course, the two children who came to us from a neighboring Lutheran congregation continued to go to Sunday school in that neighboring congregation; that is what we wanted them to do. We wanted them to have the advantage of our Christian kindergarten, but we knew that we would not be advancing the kingdom of God by trying to get families from other Lutheran congregations to transfer to us.

By the end of the year, all the children with the exception of the two which already belonged to the neighboring congregation were en-

rolled in our Sunday school, and most of them came to our Daily Vacation Bible School this summer. In my Adult Class in May of this year, I confirmed the parents of one of our kindergarten pupils, and added this little pupil and her younger sister to our baptized membership. A mother of one of the little boys in the kindergarten had been a Lutheran some years ago, but had drifted away. She was received into membership by vote of the congregation upon her reaffirmation of the Lutheran faith. Only one little girl in the kindergarten had not been baptized, and this spring I had the privilege of baptizing her and her two younger brothers. Her parents are prospects for my Adult Class this fall.

Came graduation night! Before the assembled congregation and friends the children gave a little program consisting of a demonstration of just how they begin their kindergarten each day, some finger play, the recitation of memory verses and prayers which they had learned, some songs and recitations, and a little skit about how we must seek and find the lost sheep. Then the children retired to their kindergarten room, but soon they were back clad in white caps and

gowns, and they received their diplomas from kindergarten. The diplomas read: "This Certificate of Recognition is Presented to \_\_\_\_\_ for having completed the one year course of study and activities of the St. Paul's Lutheran Week Day Kindergarten," and they were signed by the pastor and kindergarten teacher. The children even put their tassels on the other side after receiving the diploma. Fourteen began in September, and only one boy dropped out. Twelve received diplomas in the public ceremony, but the other one was in the hospital having her tonsils out, and therefore had to receive her diploma privately. A picture was taken of the class which also appeared in the *Lutheran Standard*, and a copy of this picture will be framed and hung in the kindergarten room, the first class to "graduate" from St. Paul's Lutheran Kindergarten!

The results of the kindergarten may best be judged by the letters received from the parents. Here are a few sample statements. "I very well satisfied with \_\_\_\_\_'s education in St. Paul's Christian Kindergarten. She has learned so early *how* to pray and already makes up her own prayers when she goes to bed . . . My only regret



*now* is that she can't continue the rest of her education in a Christian Day School." "I just want to say that I am so thankful for sending my boy \_\_\_\_\_ to your kindergarten. I want to thank Mrs. Brobst for the teaching of the Bible to him." "Under the able leadership of Mrs. Brobst, Christ has been brought into every teaching in such a manner that a lasting impression has been made on the minds of the children, an impression that will remain with them all their school years. It is our earnest hope and prayer that St. Paul's will grow from a Christian kindergarten to a Christian elementary school where our children will not only grow in knowledge but also in the grace of our Lord and Saviour Jesus Christ." "Our daughter \_\_\_\_\_ not only received a good foundation for her future education, but she has had the added advantage of a good Christian training in addition to that which she receives in Sunday School and church. She lived very close to God these past months and the results show up in every phase of her daily life. The little songs which she sings are not just tuneful ditties, but have real meaning. At the sight of a pretty butterfly or flower, she will sing,

"Oh, who can make the flowers? . . . No one but God, 'tis true." Other instances call to mind other little songs and Bible verses which she has learned. We feel certain that such an experience will influence the future lives of each youngster attending the kindergarten. It would be wonderful if such teaching could be carried on into the elementary school." "Along with learning to use paints, write their names, co-operate with the teacher, our girls learned about God and learned to talk to Him through prayer. They learned of God through growing things and through our little feathered friends . . . As Christians we believe that it is our duty to endeavor to put God into twenty-four hours of each day and to lead our children in His way." "St. Paul's kindergarten rooms are very pleasant and cheerful, and also very well equipped. The excellent instruction the children receive is worth many times the small tuition and supply fee charged. The benefit derived cannot be counted in dollars. We highly recommend St. Paul's kindergarten to anyone interested in giving his or her child the best." "St. Paul's kindergarten has helped our daughter \_\_\_\_\_ to learn how God wants His chil-

dren to play, act and do. It has taught \_\_\_\_\_ to share things with other children and to be more conscious of fair play." "St. Paul's kindergarten has been the best thing that has ever happened to my daughter. It has taught her how to pray, and when to pray, and has toned down her temper. I only wish that we could have a Christian Day School so that my daughter could continue her re-

ligious study along with her other studies."

St. Paul's performed an experiment; a Christian kindergarten was started. You have read the story of its founding; you have learned of its results. The teacher will be with us again next year; we are getting our pupils lined up, and to other Lutheran congregations, we would say, "It is well worth the effort."

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### *Whoever Loses His Life . . .*

Life is a place of service, and in that service one has to suffer a great deal that is hard to bear, but more often to experience a great deal of joy. But that joy can be real only if people look upon their life as a service, and have a definite object in life outside themselves and their personal happiness.

—TOLSTOY.

If I had the opportunity to say a final word to all the young people of America, it would be this: Don't think too much about yourself. Try to cultivate the habit of thinking of others; this will reward you. Selfishness always brings its own revenge. It cannot be escaped. Be unselfish. That is the first and final commandment for those who would be useful and happy in their usefulness.

—DR. C. W. ELIOT.

# Teaching the Bible to the Pre-school Child

By RUTH SWANSON

*Augustana Board of Parish Education Staff*

"TEACHING the Bible to the Pre-school Child" is the first in the *Teaching the Bible Series* filmstrips. The responsibility of parents and the church for the guidance of pre-school children in using the Bible is shown in this story of the Martins and their two small children. The filmstrip shows ways of meeting this responsibility in the home and in the church, as well as the relationship between the two.

## *Home Activities*

The part of the filmstrip dealing with activities in the home shows very definite contrasts in the approach made by the Martins to the religious training given their children. It emphasizes the value of indirect teaching during the child's very early life. It also points out ways in which the church can through the pastor and the nursery roll superintendent be of assistance to the parents in meeting this responsibility properly.

The part dealing with the work of the church calls attention to activities related to using the Bible

in the nursery class and the beginners department of the church school.

Pastors, nursery roll superintendents and nursery class teachers will find this filmstrip very helpful in their work with parents of the very young children. The silent frames at the close of the filmstrip will stimulate thought-provoking discussions concerning the value of early Christian training in the home and in the church. This would probably be the most profitable use the nursery teachers will make of the filmstrip, since the methods and procedures shown are definitely those used with beginners rather than nursery children.

## *Profitable Discussion*

Betty Clark's plan for using the Bible in various ways with beginners and her presentation of those plans are excellently shown. The silent frames at the close of the filmstrip will lead beginner teachers into a profitable discussion of various ways of using the Bible with four and five year olds.



The addition of this filmstrip to the audio-visual library of the church will make it possible to use it with each new group of nursery roll parents, and when used in con-

nection with the others of the series it will give the church school staff opportunity to gain understanding and appreciation of the church school's total program.

## *Teaching the Bible to Children*

By ERLEEN LINDEMAN

*Augustana Board of Parish Education Staff*

THIS excellent filmstrip explains how Bible teaching can be done in a variety of ways. Part 1 shows a teacher of the primary department at work. Although there are children of varied reading abilities in her class, she realizes very definite aims for each child. By wise use of materials, methods and activities, she helps each child to know the Bible stories, to grow in awareness of sin, to trust in Jesus as their Saviour, to live as the Bible teaches and to begin to use the Bible as their own book.

Materials are used with the interest and maturity of each individual child in mind. Through the use of Bible story books, leaflets, pictures, flannel board, worship services, and hymns, she guides her primary children.

Activities such as illustrations of the Bible verses drawn by children, dramatization of Bible

stories, and projects planned by the children help to further the aims that the teacher has set up.

This portion of the filmstrip could be used as a definite guide for both experienced and in-experienced teachers. Its wealth of ideas and good teaching methods are most valuable.

Throughout the film the importance of Bible study in the home is definitely stressed. The film would be a basis for a good discussion hour at a Parent's Night. It would give the parents a glimpse of how their children are taught in the Church School and also show them their own home responsibility as Bible teachers.

Children from nine to eleven are ready for independent study. They have mastered to a certain extent the reading skills, but need guidance to proceed by themselves into an appreciation of God's Word. Part 2 of the filmstrip

shows a teacher setting up the following aims for his students: to see Jesus more clearly, to love Him more dearly, and to follow Him more nearly.

These aims are accomplished through guidance in finding information from the Bible, using Bible references conducting service projects and worship services planned by the children, but guided by the teacher.

Again the home is shown as the center of Bible teaching. In the film you will see the children plan a family worship for their own home. They are made aware of

the need to use the Bible as a guide for daily living.

If you need a source film for Church School teacher's meetings, a guide for training classes, or a film for parent guidance in teaching of the Bible, this would be a most usable and informative film. It realizes the need of parent and the Church teacher as co-operative partners in a child's Bible learning.

As the Revised Standard Version of the Holy Bible is due from the press Sept. 30, this film would prove a most helpful background for a renewed Bible emphasis in your department.

## *Teaching the Bible to High School Youth*

By ERNESTINE SANDEN

*Augustana Board of Parish Education Staff*

**T**“TEACHING the Bible to High School Youth” is the dramatic story of the teen-agers, Shorty, Elizabeth, Ernie and their Church School teacher, Mr. Nelson. Mr. Nelson tells how he was brought to a realization of his deficiencies as a Bible teacher for teen-age youth. He shares his problems and the solutions he

found through scenes from actual class situations.

Have you the same problems as Mr. Nelson? How can I interest the class in the lesson material? How can Bible truths be applied to the problems of the individuals in the class? How are resource materials used in the class work? How can I stimulate group par-

icipation in discussion? How can I guide the class to plan and carry out projects? How are audio—visual aids used in teaching? How do you use weekday activities to get better acquainted with each pupil? How can I make visits in the homes of the pupils really bring results?

### *Leader's Guide*

If these are your problems and you would like some practical help with them, be sure to see "Teaching the Bible to High School Youth" at a teachers' meeting very soon. Follow the suggestions in the *Leader's Guide* for the introduction, presentation, summary, and application of the materials in this filmstrip. It will be one of the most profitable teachers' meetings you have ever attended.

### *Junior High Too*

The help given in this filmstrip can best be used by the teachers of Senior High School students

but it is also applicable to Junior High School pupils. Most of the methods suggested can be used equally well in either department.

This filmstrip should be shown to and discussed with all adults concerned in the Christian development of teen-agers. The parents who see it would be challenged to greater interest in spiritual nurture. Congregational leaders, deacons and members of the Christian education committee would be given an insight into the scope of youth Bible teaching. The Christian education director, church school superintendent, or the pastor would find it excellent help in counselling with new teachers.

Because of the varied use to which this filmstrip can be put over a number of years, it is recommended together with the three other filmstrips in the set for addition to the audio-visual library of your church.

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## *Understanding Our Pupils*

"Understanding Our Pupils" by Milton A. Haker is a small book filled with helps for parents, teachers, and other leaders to help them (1) to understand how children, young people and adults learn; (2) to discover the abilities, interests, problems and needs of those who come under their leadership care; (3) to appreciate the significance of these factors in guiding individuals to growth in Christian personality. You can purchase it for 65c at your church publication house.

# *The Bible in the Junior Department*

By ELLA M. OSTEN

*Board of Education Staff  
American Lutheran Church*

JOHNNY is the proud owner of a Bible. It is his very own. His name is printed on the front cover. Now he has a Bible to take to Sunday school every Sunday. On Rally Day Johnny will be promoted to the junior department. In his Sunday school the juniors need their Bibles each Sunday in class. Johnny is looking forward eagerly to being a junior. He wants to use this Bible of his for he has learned that it is God's Word, the Book in which God speaks to him.

## *On the Foundation*

Some good teaching has gone on in the primary department which Johnny has attended. And the junior teacher will want to continue to build on the foundation which has been laid. Every junior needs to be guided as Johnny has been to love the Bible and to want one of his own. But that is not enough. Now Johnny must be guided to use the Bible so that it becomes for him a loved and familiar book; a book which he can use, not only in class but which he

will want to use at home, now and for the rest of his life.

Juniors are ready for more than the isolated stories of Old Testament heroes and the stories of Jesus which they learned in the primary department. They are beginning to develop a sense of time. A time line helps them to see the relationships and how the acts of one hero influenced the thinking and actions of another that followed him. Learning the names of the books of the Bible by grouping them according to content (history, life of Jesus, poetry and others); where they are located (Old Testament, New Testament); and names of important characters in the books will help the junior in using and enjoying his Bible as a tool in the class.

Juniors are able to do simple research. The teacher will want to help her juniors understand the use of the cross references. A Bible containing such reference should be available for use. A concordance should be available also so that with careful guidance girls



and boys can find answers to the questions they ask. Supervised Bible study is a valuable part of the teaching session in a junior class. References may be listed on the chart or board or written on slips of paper to guide the juniors in their study.

A Bible dictionary is a useful tool for the junior class to help in the pronunciation and the understanding of words which are not familiar. The use of maps helps to make the Bible stories and characters live and have real meaning. Juniors may make their own maps listing events and drawing scenes to illustrate such maps. They will need to read the stories in their Bibles again and again to find out what took place, where it happened, and who the principal characters were.

### *Memory Work*

What about memory work? Do we want our juniors to memorize any of the beautiful Bible passages? Yes, we do and we will need to use what we have learned. Juniors want to use what they learn. Memory materials should be chosen in blocks or connected passages. Careful selection of such passages should be made, a time set in which it is to be mastered, and

meaningful associations built up about such a selection. The Bible provides us with the language of worship and helps us in expressing our thoughts of praise, thanksgiving, and petition. The use of such memory selections in the worship services as responsive readings, choral, or unison readings helps the juniors to develop a love for and an appreciation of the beauty of the Bible.

### *Other Means*

Other means which help the juniors to understand and appreciate God's wisdom and love are: 1. A discussion of the need for laws, 2. stories which explain the need, 3. a study of the meaning of each law, 4. a study of the help the laws gave to the homeless people to which they were first given, 5. a discussion of the protection the laws still give us today. Learning the Ten Commandments can be more than the mere memorization of Words.

These are only a few of the many activities involving the use of the Bible in the junior department. From time to time the energetic juniors will enjoy Bible quizzes. They may write their own too. Bible drills to find important passages quickly and easily

appeal to them. They can write puzzles, describing certain characters or events. A favorite passage may be chosen as a motto for the class or made into a wall motto for the home.

In all this activity it is to be remembered that there is one important goal for our juniors. As they study, they need to discover that Jesus, the Son of God, our

Saviour, is in the whole Bible. He is the Hero they will come to love, they will want to follow, they will desire to serve. We need to guide them to an awareness of sin and of each one's need of forgiveness. We need to help them to see Jesus as Friend, Saviour, Guide. May this be the one goal of all our teaching—to bring our juniors to Jesus.

## GIFTS FOR JESUS

(For Use With Any Appropriate Hymn Tune)

Take our gifts, Lord Jesus,  
Little though we be,  
Take them all and use them.  
Where a need you see.

Use them, Lord, for spreading  
News of Your great love,  
And to set folks singing  
To their God above.

CHORUS:  
Giving, giving, giving,  
That's our joy today.  
Bless our gifts, Lord Jesus,  
Thus we humbly pray.

Use them, Lord, for building  
Churches here and there;  
Use them, too, for teaching,  
Teaching everywhere.

Contributed by W. A. FLACHMEIER

Austin, Texas

# Thanks Through Giving

By RAYMOND LOVEN, JR.

*This skit has a simple charm that would make it a New England primitive, were it a painting. It does not tell everything. But what it says it says with directness and clarity; and without pretence or embellishment. The author is a young member of Trinity Church, Centerbrook, Conn.*

(As the program begins the six speakers are seated in the front row of the auditorium or sanctuary.)

The master of ceremonies steps up to the speaker's stand, faces the audience and says:

*Thursday, November 27 is Thanksgiving Day.*

*Thanksgiving, as we all know, is the day set aside each year for the purpose of giving thanks to the Lord for our many blessings.*

*In accordance with this, we now present a brief sketch based on the theme, "What I give in thanks to God."*

The master of ceremonies then returns to his place.

The first speaker comes forward, holding in his hands a roll of bills and a handful of coins, and says:

*Today in many foreign countries and lands across the sea, children our age have never heard about the true God. That is why I give my*

*money to Sunday School and Church collections, to Foreign Missions and to Charity.*

*Then other children may learn about Christ as I do.*

After the first speaker has stepped down the second speaker comes up to the speaker's stand and holding up an armful of clothing, says:

*All over the world, many people are very poorly clothed. We in America cannot realize what these people are now going through. That is why I am sharing clothes with children poorer than I.*

Second speaker leaves, and the third speaker, carrying a basket of groceries, comes up and says:

*Today there are more hungry people in the world than ever before. To combat this, great amounts of our wheat, flour and other crops are sent across the ocean to the mouths of these hungry people.*



*That is how I give thanks—by sharing my food with people less fortunate than I.*

After the third speaker leaves, speaker number four comes up holding up a calendar and a clock or watch, and says:

*The way I give thanks to God is by living a good life—a life guided by God. I spend my time wisely, in doing things I know are right.*

The fifth and final speaker comes forward carrying a model or picture of a church; he says:

*Today, the need for Christianity is greater than ever before. I show my thanks by attending Sunday School and Church every Sunday.*

Master of ceremonies then steps forward and leads in praying the Lord's Prayer.

## *"The Word of Life"*

"The Word of Life" is the theme that has been chosen by the American Bible Society for its ninth annual observance of the World-wide Bible Reading program. The Program will start on Thanksgiving Day, November 27 and end on Christmas. The 29 suggested daily readings were found to be the favorite selections on this theme of 1,096 ministers.

For the first time this year, the Bible Society will provide the reading lists in Braille, so that the blind too may join the many thousands of daily readers following this program.

The theme will be the basis for the material prepared for the use of pastors in the annual observance of Universal Bible Sunday, which falls this year on December 14.